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ABSTRACT

This study evaluated the current status and utilization of the Michigan Special Education Learning Materials Centers (SELMCs) mandated in 1970 by the State of Michigan 75th legislature and designed to assist administrators in future decision making. Twenty-two SELMC contact persons and 368 special educators were separately surveyed. Major results of the teacher survey indicated that half had no knowledge of SELMCs and 19 of the remainder had no SELMC in their area. The remaining 148 teachers indicated that: (1) they had used the SELMC often; (2) they had little involvement in media selection; (3) the SELMC offered inservice workshops; (4) the SELMC holdings were adequate; and (5) SELMC staff provided little support for their instructional planning needs. Of the SELMCs surveyed, 15 were active and 7 inactive. Of active SELMCs, most used federal grant funds and communicated with teachers via catalogs, newsletters, and word of mouth. Most used a computer or combination card catalog/computer system to maintain their holdings. Most holdings (78,787 items in the SELMC system statewide) are print materials, multi-media kits, films/videotapes, and microcomputer software. Over three-quarters of the holdings and over 90 percent of the circulation was accounted for by three SELMCs. Appended are a listing of the SELMCs, a state map with SELMC locations, a listing of instructional personnel, and SELMC evaluation criteria. (Contains 17 references.) (DB)

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SPECIAL EDUCATION LEARNING MATERIALS CENTERS (SELMC)

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Introduction

In 1970 the State of Michigan 75th legislature passed into law Enrolled House Bill No. 3041. This legislation became effective July 1, 1970, and provided the definition of and criteria for an "educational media center." The definition, as defined by the legislation, is that an "educational media center" means a program approved by the superintendent of public instruction which provides basic educational services to local or constituent school districts which may include, but is not limited to:

1) A materials lending library containing 16mm and 8mm motion pictures or improvements thereof with provision for processing and servicing, 35mm slides or improvement thereof, filmstrips, remedial and enrichment programmed instructional materials, disc recordings, and other items.

2) Duplication service to reproduce transparencies, slides, filmstrips, and charts or improvements thereof.

3) Magnetic tape duplicating service for audio and videotape.

4) A delivery and dissemination system for materials and services.

5) Professional leadership training services to districts for coordination and assistance with proper utilization of materials and services.

6) Acquisition and use of materials that will be coordinated with the curriculum of local school districts.

7) Technical and maintenance service for cooperating districts.

8) Professional library materials and services, including reference and informational.

9) Central purchasing of equipment related to media center activities and use in the school.

10) A graphics staff to produce transparency masters and charts, and to render other production services to teachers.

This legislation further indicates some of the criteria for the approval of regional educational media centers for initial and continued funding.

Among the criteria shall be:

1) To assure effective and economical operation, a minimum size, based on pupil enrollment, for the service area shall be established.

2) Provision shall be made for two or more intermediate districts to combine to operate an instructional materials center. The constituent intermediate districts may contract with one district to administer the center or a cooperative board may be organized.

3) In sparsely settled areas of the state where a minimum enrollment requirement would necessitate districts of unwieldy geographical size, the service area shall be designed so as to provide for reasonable and efficient lines of communication between the center and the farthest constituent district. In some cases, satellite or subcenters may be established.

4) The center shall be staffed and administered by qualified personnel having a substantial background of training and experience in the selection, use, evaluation, and application of media materials to education.

In 1973, twenty-two regional Special Education Learning Materials Centers (SELMCs) were established through the use of P.L. 91-380 funds and were located near, or in conjunction with, the Regional Educational Media Centers. The purpose of the SELMCs was to provide technical assistance, consultation, inservice training, media and materials to the 57 intermediate school districts throughout the state.

The SELMCs formed a statewide network of communication, information dissemination and inservice training activities. Since the establishment of the SELMCs in 1973, Special Education Services has continued to support their activities with the allocation of monies. Over the past ten years, the Special Education Learning Materials Centers have received $3,650,000 through the State Initiated Project Grants (Regnier, 1991).

In addition to the establishment of the Special Education Learning Materials Centers, there was also to be a funded Curriculum Resource Consultant (CRC) at the SELMC.

The CRC took form in Michigan during the late sixties and early seventies. By 1973 the MDE-SES had developed and adapted a set of CRC competencies. Individuals having these competencies were viewed by the special education policy makers of the time as ideal for implementing the SELMC concept. During the mid seventies, the role of the CRC changed from cataloging, evaluating, and providing instructional materials, to providing inservice training. When Public Law 94-142 was enacted, inservice training for teachers was to be accomplished by a comprehensive system of personnel development. The SELMCs and CRCs became integral components.

The current rules and regulations governing Regional Educational Media Centers (REMC) are found in Section 671 of Act No. 451 of the Public Acts of 1976.

The Michigan Association of Special Education Curriculum Resource Consultants conducted a SELMC assessment project during the 1980-81 school year. The project findings indicated that:

- Materials may be used by any educator who serves special education students.

- Materials are ordered by telephone, written request, and in person.
- SIP funds are used to support clerical staff.
- The REMC delivery system is used to disseminate SELMC materials.
- SELMC collections exist mainly as "individualized" media items.
- The majority of the SELMC collections were not scheduled with other collections.
- Over two thirds of the CRCs provide new user/new material orientations.
- Nearly three quarters have newsletters.
- Eighty-seven percent have a catalog.
- About one half of the CRCs time is split between serving in a consultant function and planning and presentingworkshops; 15% of their time is spent in materials selection; and, 13% of their time is involved in information dissemination.
- Two-thirds have a SELMC advisory committee.
- Over 80% of the CRCs have graduate degrees in special education.

Another study conducted in 1981 for the MDE came to the following conclusions:

- There is an increasing need for regionalizing programs due to economic constraints at the local districts.
- SELMCs are perceived as having a unique role that cannot be assumed by another agency or system.
- The materials and services provided by SELMCs are important to the students desired instructional strategies.
- Potential users are not receiving information about the system (SELMC Effectiveness Study, 1981, p. 87).

In 1986 a committee was formed by SES to review the SELMC system in Michigan and offer recommendations for change. The committee developed and disseminated a questionnaire to all fiscal agents of SELMC districts. The findings of the committee indicated that there were few SELMC satellites (outreach centers); a variety of individuals were responsible for the day-to-day operations of the SELMC; the majority of services provided consisted of materials distribution, staff development and training, dissemination of information, serving as a professional library, and curriculum development and management; the major recipients of the SELMC services were the Local Districts' ISDs, Special Education Staff, classroom teachers,

administrators and general education staff; the majority of the SELMCs had some provision for evaluation. Eighteen of the SELMCs were housed in the same facility as the REMC; share resources and staff with the REMC; and one-half of the reporting fiscal agents indicated there was a clear differentiation of SELMC and REMC (Baldwin, 1987).

In 1987 SPEC Associates received a contract from SES to conduct an evaluation of the 15 State Initiated Projects (SIP). The results of this study, as it pertains to SELMCs, showed that about half of the teachers surveyed indicated they were aware of the SELMCs while eighty-four percent of the administration indicated an awareness. Seventy percent of the administration, and forty-three percent of the teachers, indicated they used the services of the SELMC. The vast majority of teachers indicated they had not attended any professional development activities provided by the SELMC. The use of instructional materials ranked highest among inservice training, current special education information, professional development activities, and special education equipment (SPEC, 1987).

The Living and Learning Resource Centre (LLRC) conducted a survey to establish the inventory of Special Education equipment available at the REMCs and SELMCs. Their results indicated that most of the respondents to the survey indicated they had no knowledge of the adapted equipment listed on the inventory sheet, and that the SELMCs either performed limited services, or that they were no longer in operation (Mefford, 1989).

Based upon the LLRC study, the Administrative Staff of the Special Education Services area established that a study of the Special Education Learning Materials Centers needed to be conducted. The basic purpose of the study was to obtain information pertaining to the current status and utilization of the SELMCs that would allow the Special Education Services administrators to make future decisions pertaining to these centers.

Methodology/Procedures

Population and Sample

Two populations were used in this study. The first population of interest was the twenty-two Special Education Learning Materials Centers (SELMC). A listing of these centers may be found in Appendix A. Each center listed on the appendix was contacted by telephone to obtain the current contact person at the center(s). The second population of interest was composed of special education teachers, teacher consultants, and support personnel. A panel of experts knowledgeable of Michigan areas of approval were used to select the most appropriate audience to receive the SELMC survey. Located in Appendix B are the areas of approval that were used to derive the population for the study. A proportional stratified random sample, based upon SELMC service area, of these individuals was drawn to participate in the study. The individuals were selected by an SPSS-X sampling routine from the current special education personnel dataset provided by Special Education Services.

Research Design

This study is considered descriptive in nature. Best (1970) defines this type of study as one that "describes and interprets what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing."

Evaluation Criteria

The criteria that was used to direct this study was derived from the ***"Proposed Role and Function of the Curriculum Resource Consultants and Special Education Learning Material Center"*** document (Michigan Association of Special Education Curriculum Resource Consultants, 1984). The thirteen criteria (see Appendix C) formed the basis for the questions that were asked of the special education teachers and SELMC contact person(s).

Instrumentation

Two survey instruments were developed, one instrument for each SELMC and the second instrument for special education personnel. Statements included in the survey instruments were based on information gathered from a literature review, personal correspondence with individuals who possessed content expertise, and the panel of experts. The questionnaires were developed according to Dillman (1978).

Instrument Development - Related Literature

The questions that were used in the questionnaire were derived from individuals knowledgeable in the field of media center evaluation and from a review of the literature. According to Shorey (1990), media centers are designed to serve as a depository of information. These depositories generally contain materials and equipment that are singular or multiply thematic in nature.

A recent North Carolina workshop (NCSDPI, 1988) presented information about various components to include in appraising a media coordinator. The major duties and responsibilities of the coordinator as identified by the North Carolina State Department of Public Instruction includes instructing students and teachers in the use of and production of media; effective and efficient selecting, acquiring, cataloging and maintaining materials and equipment; and providing for personal and professional growth for themselves and school staff.

In 1986, the North Carolina State Department of Public Instruction developed and disseminated a manual that was designed to be used for planning, developing, and evaluating media programs. The purpose of the media program spelled out in the manual is communicating the greatest amount of information, in the shortest amount of time, to the largest number of people. This manual also categorized the various media into the categories of print materials, visual materials, audio materials and supporting equipment, projected visual materials and supporting equipment, microcomputer courseware and supporting equipment, and tactile materials (NCSDPI, 1986).

Circulation of collection, inventory procedures, who uses materials, production of media, teacher involvement in the material and equipment selection process, and inservice workshops were all items identified as outstanding media components in the state of Georgia (Georgia State Department of Education, 1986).

A standard classifications scheme, the maintenance of statistical records of material, equipment, and finances, professional collection, and adequate financial support are all important components of media centers in Texas elementary and secondary schools (Texas Education Agency, 1985).

According to Ruth (1982), there are four major evaluative areas of a media center: (1) physical facilities; (2) staff; (3) materials; and (4) equipment. The major components of these areas include arrangement of materials within the center, location of media center, adequacy and helpfulness of staff, and the availability of materials and equipment. The Association for Educational Communications and Technology (1980) developed and distributed a manual that provided the framework for evaluating district and school media programs. The major areas addressed were the use of the media materials, media center staffing, services available to users, involvement of teachers in acquisition of materials and assistance rendered to the teachers and students. Fulton, et. al. (1979), suggested six components to consider when evaluating media:

(1) Commitment to the media program;
(2) Curriculum and instructional based use of the media center;
(3) Accessibility of media center;
(4) Physical facilities;
(5) Adequate financing; and
(6) Adequate staff.

Loertscher (1979) suggested evaluating regional media centers by media selection process, weeding, utilization, media production services, staff, delivery of materials, administration and communication to users.

Data Collection

Data were collected through a mailed questionnaire. The initial mailing consisted of a cover letter indicating the purpose of the study and a request for the individual to participate, the questionnaire, and a self-addressed, stamped envelope for them to return the survey.

Two weeks after the initial mail-out, a second packet was sent to those who had not responded. Non-respondent follow-up began the fourth week after the initial mail-out. Data collection ended after the sixth week.

Response

Seventy percent (368) of the teachers responded to the survey. The respondents were grouped according to the length of time from the initial mailout until the questionnaire was received.

Four response groups were identified: early, middle, late and non-response. One-way analysis of variance indicated no significant differences between the responses of these response groups and their use of the Special Education Learning Materials Centers (SELMC), their knowledge of SELMCs, or their perceptions about the SELMCs. Based upon these findings, all data were pooled together for further analysis. All twenty-two of the SELMCs responded to the questionnaire.

Validity and Reliability

Content (face) validity of the data collection instruments was established by a panel of experts. Cronbach's Alpha was used to establish the reliability of the attitudinal domain. Presented in Table 1 are the results of this analysis for the teacher instrument. All domains had alpha levels large enough to be acceptable to the researcher. Displayed in Table 2 are the reliability results of the SELMC instruments.

TABLE 1
Cronbach Standardized Item Alpha Coefficients for Teacher Instrument

Domain	Standardized Cronbach's Alpha
Use	.85
Involvement	.82
Inservice	.80
General Operation	.95
Support	.69

TABLE 2
Cronbach Standardized Item Alpha Coefficients for SELMC Instrument

Domain	Standardized Cronbach's Alpha
Use	.93
Involvement	.94
Inservice	.98
General Operation	.61
Support	.97
Special Operations	.97

Limitations of the Study

This study presents information that is generalizable to the special education personnel in approval areas listed in Appendix B for the State of Michigan. No further generalization should be made. This study is further limited to the extent that the respondent completed these questionnaires at a time and place of their choosing.

FINDINGS: TEACHER INSTRUMENT

Displayed in Table 3 are the descriptive statistics pertaining to the respondents' knowledge of SELMCS. Of the 368 respondents, 164 (45%) indicated they had no knowledge of SELMCs, while189 (51%) indicated varying degrees of knowledge. It should be noted that the remainder of the findings will be based on those 189 that indicated some knowledge of SELMCs.

Of those individuals who had some knowledge of SELMCs, 20 (11%) indicated there was not a SELMC in their area, while 169 (89%) indicated there was one that served their area. When asked if they have ever used a SELMC, the majority (148, 78%) indicated yes, while 41 (22%) indicated they had never used a SELMC.

TABLE 3

Knowledge of SELMC	Number	Percentage
Extensive	13	3.5
Average	102	27.7
Slight	74	20.1
None	164	44.6
Missing	15	4.1
Total	368	100.0

Five attitudinal domains were developed to measure the teachers' perceptions toward the use, involvement, inservice, general operation and support of the SELMCs (see Table 4). The use domain was composed of five statements that solicited from the respondent the degree to which they used the SELMC. This domain had a minimum possible score of five and a maximum possible score of 25. The average score for the use of the SELMC was 15.7 (sd=3.57) which was slightly above the midpoint value of 15 and indicated that the respondents who used the SELMCs did so often.

The second domain was composed of five statements about the degree of involvement of the respondent with the selection of instructional materials/equipment and their instructional material needs. The average score for the degree of involvement with the identification and selection of SELMC materials was 12.02 (sd=3.43) which was below the midpoint value of 15. This indicates little or no involvement in materials selection. When asked four questions about the amount of inservice activities offered by the SELMC, the respondents generally indicated that the workshops were often offered at the local, ISD or regional level (X=12.35, sd=4.28, md pt.=8).

The fourth area of interest was measured by fifteen statements and pertained to the general operation of the SELMC. The scores could range from a minimum of 15 to a maximum of 65. A mean score of 45.5 (sd=7.9) was above the midpoint value of 40 and indicates that the materials maintained by the SELMC were easily found, adequate in number and type of materials, and that the SELMC staff were helpful in filling requests.

The fifth and final domain of interest contained eleven statements that asked the respondents to what degree the SELMC staff supported them in providing instructional materials/equipment, curriculum and material development, and acting as a general instructional and planning resource. The mean score of 24.8 (sd=5.7) was below the midpoint value of 33 and indicated that the respondents viewed the SELMC staff as providing little support for their instructional or planning needs.

Displayed in Table 4 are the descriptive statistics for all five attitudinal domains.

TABLE 4
Special Education Teacher Perception Toward Five Attitudinal Domains

Domain	md pt.	x	sd	mdn.	mode	minimum	maximum
Use (K=5)	15	15.7	3.57	15	15	9	25
Involvement (K=5)	15	12.0	3.43	11	10	5	25
Inservice (K=4)	12	12.3	4.28	12	8	4	20
General Operation (K=15)	40	45.5	7.94	46	47	21	60
Support (K=11)	33	24.8	5.69	23	22	11	40

When asked how the SELMC notifies them of current holdings and activities, the majority of the special education teachers indicated either by catalog or newsletter. Presented in Table 5 are the various methods used to convey information to the teachers.

TABLE 5
Methods Used to Inform Special Education Teachers of Current SELMC Holdings and Activities

Method	Number	Percentage*
Catalog	98	68.5
Electronic Bulletin Board	1	.7
Fax	0	-
Memo	46	32.2
Newsletter	77	53.8
Telephone	13	9.1
Word-of-Mouth	37	25.9
Other (school library, visits)	3	2.1

*(N=143)

Teachers generally ordered their materials by phone, written request, or in person (see Table 6).

When special education teachers ordered materials or equipment, they indicated that these items were either delivered by a school delivery vehicle or personally picked up (see Table 7).

TABLE 6
Methods by Which Materials/Equipment are Ordered from the SELMC

Method	Number	Percentage*
Computer Bulletin Board	2	1.4
Fax	0	-
In Person	74	53.6
Telephone	84	60.9
Written Request	81	58.7
Other (delivery personnel)	3	2.2

*(N=138)

TABLE 7
Special Education Teachers Indication of the Methods for Delivery of Ordered Materials and Equipment

Delivery Method	Number	Percentage*
School Delivery Vehicle	103	73.6
Mail	11	7.9
Personal Pick-up	78	55.7
Commercial Delivery Vehicle	4	2.9
Other	3	2.1

*N=140

FINDINGS: SELMC INSTRUMENT

The number of curriculum resource consultants (CRCs) located at the intermediate school districts (ISDs) ranged from zero to three (see Table 8).

TABLE 8
Number of Approved Curriculum Resource Consultants

Number	f	Percentage
0	13	59.1
1	5	22.7
2	3	13.6
3	1	4.6
Total	22	100.0

Fifteen (68%) of those responding indicated there was a centrally located SELMC that served their area while seven indicated there was no such center in their area.

Distribution of Funds, Material, and Equipment

Presented in Table 9 is the disbursement of SELMC funds and holdings for those indicating no active SELMC. In general, the funds that have been and that are currently being sent to nonactive SELMCs are being distributed to either Local Education Agencies (LEAs) or the ISDs in their consortium.

TABLE 9
Distribution of P.L. 94-142 Grant Funds, Original Materials, and Equipment for Inactive SELMCs

	P.L. 94-142 Grant Funds		Original Materials/Equipment	
Distributed to:	Yes	No	Yes	No
Satellite or Outreach Media Center(s)	2	5	2	5
Local Education Agencies	2	5	5	2
Regional Educational Media Center	1	6	1	6
Unknown	0	7	0	7
Other (ISDs)	5	2	2	5

Displayed in Table 10 is the breakdown for the distribution of funds for the 15 operating SELMCs. The majority of the respondents indicated that the funds they received were used at the SELMC or distributed to the REMC.

TABLE 10
Distribution of P.L. 94-142 Grant Funds for Active SELMCs

Distributed to:	f	Percentage*
Satellite or Outreach Media Centers	2	13.3
Local Education Agencies	2	13.3
Regional Educational Media Center	5	33.3
Used at the Centrally Located SELMC	11	73.3
Unknown	-	-
Other (ISDs)	1	6.7

(N=15)

*Percentages do not add to 100% due to multiple responses.

Shown in Table 11 are the various methods used to inform special education teachers of the current SELMC holdings and activities. Catalogs, newsletters, and word-of-mouth were the general methods used to inform these teachers.

Special education teachers usually ordered materials and equipment from the SELMC in person, by telephone, or written request (see Table 12).

TABLE 11
Methods Used to Inform Special Education Teachers of Current SELMC Holdings and Activities

Method	Number	Percentage*
Catalog	14	93.3
Electronic Bulletin Board	1	6.7
Fax	1	6.7
Memo	9	60.0
Newsletter	11	73.3
Telephone	6	40.0
Word-of-Mouth	12	80.0
Other (meetings, visitations)	5	33.3

(N=15)

*Percentages do not add to 100% due to multiple responses.

TABLE 12
Methods by Which Materials/Equipment are Ordered from the SELMC

Method	Number	Percentage*
Computer Bulletin Board	0	0
Fax	2	13.3
In Person	13	86.7
Telephone	12	80.0
Written Request	14	93.3
Other (delivery personnel)	1	6.7

(N=15)

*Percentages do not add to 100% due to multiple responses.

The majority of materials/equipment that are ordered by special education teachers are delivered by either school delivery vehicle or by personal pickup (see Table 13).

TABLE 13
Methods by Which Materials/Equipment are Delivered by the SELMC

Delivery Method	Number	Percentage*
School Delivery Vehicle	15	100.0
Mail	5	33.3
Personal Pickup	14	93.3
Commercial Delivery Vehicle	2	13.3
Other	0	0

(N=15)

*Percentages do not add to 100% due to multiple responses.

Associated with the ordering and distribution of special education materials and equipment are the methods used to maintain the SELMC collection. These various methods are arranged in Table 14. The majority of the SELMCs use either a card catalog or computer to maintain their collection.

TABLE 14
Methods for Maintaining SELMC Collection

Method	Number	Percentage*
Card Catalog Only	2	13.3
Microcomputer Only	2	13.3
Mini-computer Only	2	13.3
Mainframe Computer Only	2	13.3
Card Catalog & Computer	7	46.7

(N=15)

One of the primary functions of a SELMC is the acquisition and distribution of instructional materials and equipment to special education personnel. The final set of questions directed toward the SELMCs requested the number of holdings in their collection and the annual circulation of these respective holdings.

There were twenty-seven categories of possible holdings (see Table 15). The majority of the holdings are in the categories of print materials, multi-media kits, films and videotapes, and microcomputer software. The number of holdings total to 78,787 items with an annual circulation rate of 75,931. It should be noted that two of the SELMCs (Berrien ISD and Macomb ISD) account for 77% of the total number of holdings and that two of the SELMCs (Tuscola ISD and Macomb ISD) account for 92% of the circulation rate.

TABLE 15
Estimated Number of Holdings and Annual Circulation Rate of Special Education Instructional Materials and Equipment

Category	N	$\bar{X}$ # Holdings	Total # Holdings	N	$\bar{X}$ # Circulated	Total # Circulated
Printed materials (e.g., books, pamphlets)	9	6545	58907	8	3898	31189
Pictorial materials (e.g., prints, pictures)	5	114	574	4	82	330
Projected/magnified materials (e.g., slides, microfiche)	4	43	173	4	42	170
Three-dimensional materials (e.g., relief maps, globes, models)	3		150	3		118
Film-Slide Projectors/magnified display devices	3		70	3		47
Microcomputers	2		37	2		35
Microcomputer peripheral devices (non-adaptive)	2		19	2		23
Video cassette recorder	2		4	1		57
Audio recordings	7	237	1660	6	78	473
Microcomputer software	10	521	5212	11	592	6520
Multi-media kits	9	1651	1651	10	1632	16323
Reel-type film/film strips	6	967	95803	6	5141	30848
VHS/Beta video cassette recording	6	773	4640	6	1759	10555
Microcomputer adaptive input devices:						
Alternative Keyboard	1		5	1		5
Braille input						
Game port input						
Keyboard emulator						
Keyguard	2		6	2		6
Optical character recognition (scanner)						
Voice input						
Other						
Microcomputer adaptive output devices:						
Braille output						
Dedicated communicator						
Environmental control	2		31	1		30
Large print display	1		2	1		2
Speech synthesizers	3		12	3		14
Other (augmented communication device)	1		35	1		35
TOTAL			78787			75931

SUMMARY OF FINDINGS

Teacher Questionnaire

A total of 522 surveys were sent to special education personnel teachers soliciting their opinions about Special Education Learning Materials Centers (SELMCs). Three hundred and sixty-eight (70%) of the teachers returned the questionnaire. Half of these teachers indicated they had no knowledge of SELMCs. For those indicating some knowledge of SELMCs, 19 indicated there was not a SELMC in their area. In addition, over three quarters of these teachers indicated that they had made use of the SELMCs.

The 148 teachers that had used a SELMC indicated that:

1. they had used the SELMC often;
2. they had little involvement in the selection of the media;
3. the SELMC offered inservice workshops;
4. the SELMC holdings were adequate; and
5. SELMC staff provided little support for their instructional planning needs.

Catalogs and newsletters were used for communicating the holdings and activities of the SELMC. Media were ordered mainly by telephone, in writing, or in person. The ordered materials were generally delivered by school delivery vehicle or by personal pick-up.

SELMC Questionnaire

All twenty-two SELMCs responded to the questionnaire. There were 15 active and 7 inactive SELMCs. For those SELMCs that are no longer active, the former holdings were generally distributed to local education agencies while the funds were and are distributed to the constituent ISDs.

For SELMCs classified as active, the P.L. 94-142 Grant Funds were usually used at the SELMC or distributed to the REMC. SELMC respondents communicate to teachers via catalogs, newsletter, and word of mouth; the media were ordered in person, by telephone, or by written request; and the ordered materials were obtained either by personal pick-up or by a school delivery vehicle.

Two of the SELMCs maintained their holdings by a card catalog system while the remaining thirteen used a computer or combination card catalog/computer system. There are approximately 78,787 holdings (items) in the SELMC system statewide with a circulation rate of 75,931. It should be noted that the majority of the SELMC holdings are print materials, multi-media kits, films/videotapes, and microcomputer software.

Qualitative Notes: Over three-quarters of the holdings and over 90% of the circulations are accounted for by three SELMCs.

From the various conversations and correspondence with the active SELMCs there is an emphasis placed on offering inservice activities; staffing is limited; and there is a lack of available, accurate records of the number and classification of holdings and of the circulation rate.

SPECIAL EDUCATION LEARNING MATERIALS CENTERS (SELMCs)
Michigan's SELMC Regions

REGION 1

Copper Country ISD
602 Hecla, Box 27
Hancock, MI 49930
(906) 482-7262

REGION 2

Traverse Bay ISD
2325 North Garfield
Traverse City, MI 49684
(616) 547-1300

Gail Weimer
Charlevoix-Emmet ISD
Mercer Blvd.
Charlevoix, MI 49720
(616) 547-9947

REGION 3

Arnold Trafelet
Cheboygan-Otsego-Presque Isle ISD
6065 Learning Lane
Indian River, MI 49849
(616) 238-9395

REGION 4

Newaygo ISD
1035 James Street
White Cloud, MI 49349
(616) 689-6691

Kenneth Horn
Muskegon Area ISD
630 Harvey St.
Muskegon, MI 49442
(616) 777-2637

REGION 5

Special Education Learning
Materials Center
3917 Jefferson
Midland, MI 48640

REGION 6

Bay-Arenac ISD
4228 Two Mile Road
Bay City, MI 48706
(517) 686-4410

REGION 7

Elly Muiderman
Special Education Learning
Materials Center
Ottawa Area ISD
13565 Port Sheldon Rd.
Holland, MI 49424
(616) 399-6940

REGION 8

JoAnna Strong
Special Education Learning
Materials Center
Kent ISD
2930 Knapp, N.E.
Grand Rapids, MI 49505
(616) 364-1333

Maureen Hockstra
Montcalm ISD
Box 367, 621 New Street
Stanton, MI 48888
(517) 831-5236

REGION 9

Saginaw Intermediate School District
6235 Gratiot Road
Saginaw, MI 48603
(517 793-3760

REGION 10

Robert Townsend, Director
Regional Educational Media Ctr #10
4415 South Seeger St.
Cass City, MI 48726

REGION 11

Elaine Weckler
Berrien Intermediate School District
711 St. Joseph Street
Berrien Springs, MI 49103
(616) 471-7725

REGION 12

Marge Burk
Kalamazoo Valley ISD
1819 East Milham Road
Kalamazoo, MI 49002
(616) 381-4620, Ext. 217

REGION 13

Bonnie Jackson
Ingham ISD
2630 W. Howell Rd.
Mason, MI 48854
(517) 676-1051, Ext. 273

Maryann Jones
Lansing Schools
5815 Wise Rd.
Lansing, MI 48910
(517) 887-3063

REGION 13 (cont'd)

Eaton ISD
1790 E. Packard Hwy.
Charlotte, MI 48813
(517) 543-5500

Clinton ISD
4179 South US 27
St. Johns, MI 48879
(517) 224-6831

REGION 14

Genesee ISD
2413 W. Maple Avenue
Flint, MI 48507
(313) 768-4433

Charles Leman
Michigan School for the Deaf
West Court at Miller
Flint, MI 48507
(313) 238-4621

Karen Thomas
1255 N. Chevrolet
Flint, MI 48503
(313) 762-1336

REGION 15

Jackson ISD
P.O. Box 1160
67800 Browns Lake Rd.
Jackson, MI 49204
(517) 787-2800

REGION 16

Washtenaw ISD
1819 S. Wagner Rd.
Ann Arbor, MI 48106
(313) 994-8168

REGION 17

Wanda Cook-Robinson
Oakland ISD
2100 Pontiac Lake Rd.
Pontiac, MI 48054
(313) 858-1968

Edwina Borovich
Pontiac School District
600 Motor St.
Pontiac, MI 48053
(313) 857-8309

Elaine Wagman
Southfield Education Center
16299 Mt. Vernon
Southfield, MI 48075
(313) 569-2060

REGION 18

Ralph Pritchard
Macomb ISD
44001 Garfield Rd.
Mt. Clemens, MI 48044
(313) 286-8800

Laurel Greenwa
Macomb ISD
44001 Garfield Rd.
Mt. Clemens, MI 48044
(313) 286-8800

Elaine Walton
Macomb ISD
44001 Garfield Rd.
Mt. Clemens, MI 48044
(313) 286-8800

Penny Zago
Warren Consolidated Schools
31300 Anita
Warren, MI 48093
(313) 751-1492

REGION 18 (cont'd)

Cynthia Couglin
New Haven Schools
New Haven, MI 48048

Glen Helfex
Warren Woods Public Schools
13400 Twelve Mile Rd.
Warren, MI 48093
(313) 751-1198

REGION 19

Orvetta Lanezki
Lenawee ISD
2946 Sutton Rd.
Adrian, MI 49221-9398
(517) 263-8931

Deborah Rossetto
Monroe ISD
1101 S. Raisinville Rd.
Monroe, MI 48161
(313) 242-5454

REGION 20

Sue Kage
Wayne County ISD
33500 Van Born Rd.
Wayne, MI 48184
(313) 467-1317

Rae L. Marr
Wayne County ISD
33500 Van Born Rd.
Wayne, MI 48184
(313) 467-1317

Agnoula Peters
Detroit SELMC Satellite
Bellevue School
1501 Canton
Detroit, MI 48207
(313) 921-0441

REGION 20 (cont'd)

Judy Mayle
Plymouth-Canton Schools
454 S. Harvey
Plymouth, MI 48170
(313) 453-5530

Mary Lou Durbin
Farmington Elementary Schools
33411 Marquette
Garden City, MI 48135
(313) 422-7220

Linda Olynzek
Detroit SELMC Satellite
Bellevue School
1501 Canton
Detroit, MI 48207
(313) 921-0441

REGION 21

Marquette-Alger ISD
427 W. College Ave.
Marquette, MI 49855
(906) 228-9400

Delta-Schoolcraft ISD
Instructional Media Center
1919 14th Ave., North
Escanaba, MI 49819
(906) 786-4731

REGION 22

Tim Bradley
Eastern UP ISD
Box 883, Armory Place
Sault St. Marie, MI 49783
(906) 478-6811

Special Education Learning Materials Centers located within Regional Planning Consultant Regions

[A = Active, I = Inactive]

Figure 1

Appendix B

Instructional Personnel

Educable Mentally Impaired
Trainable Mentally Impaired
Severely Mentally Impaired
Emotionally Impaired
Learning Disabled
Hearing Impaired
Visually Impaired
Physically & Otherwise Health Impaired
Severely Multiply Impaired
Preprimary Impaired
Speech/Language Impaired
Autistic Impaired
Resource Room

Teacher Consultant Personnel

Mentally Impaired
Emotionally Impaired
Learning Disabled
Hearing Impaired
Visually Impaired
Physically & Otherwise Health Impaired
Preprimary Home Program/Ancillary Service Staff
Homebound/Hospitalized
Teacher of Speech/Language Impaired Nonclassroom Program
Physical Education for the Handicapped

Special Education Support Personnel

Curriculum Resource Consultant
Occupational Therapist
Physical Therapist
Registered Music Therapist
Orientation and Mobility Specialist
Registered Recreational Therapist
Work Study Coordinator
Registered Art Therapist

Appendix C

Evaluation Criteria

Curriculum Resource Consultant to coordinate SELMC activities.

Maintain a collection of instructional materials.

Maintain a collection of instructional equipment.

Circulation of instructional materials.

Circulation of instructional equipment.

The purchase of instructional media is through a process that includes preview, evaluation, and need.

Media are systematically catalogued.

Assist in the development of special education curriculum.

Develop SELMC and statewide inservice proposals.

Provide state, regional, ISD and LEA inservices.

Provide support services in the development and implementation of IEPs.

Maintain and monitor budgets.

Provide communication system regarding media and related information.

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